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ABSTRACT

This annotated bibliography provides a summary of relevant and contemporary resources available in the ARIS Resource collection related to English-as-a-Second-Language (ESL) or second language literacy. The summaries have been broadly classified to enable readers to locate their immediate area of interest. "Background Readings on Second Language Literacy" is for those who would like to learn more about the similarities and differences between learning to read and write in a first and second language. "Teaching Approaches to ESL Literacy Instruction" lists resources that address the educational principles of varied teaching methodologies. The "ESL Literacy Criteria" section provides an up-to-date listing of relevant accredited curricula for second language literacy learners. "Practical Classroom resources for lower level literacy learners" provides a multitude of teaching ideas and activities for classroom practice. Relevant articles from the ARIS Journal collection are also listed. (Contains 36 references.) (KFT)

aris bibs June 2001

Second Language Literacy

ED 455 713

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Second Language Literacy

Second language literacy, or ESL literacy, in the Australian context covers a broad range of learners who have very differing needs. They include:

- learners who come from an oral language background and culture
- learners who are not literate in any language due to lack of opportunity to learn to read and write, and
- learners who have limited literacy in their first language and in English

Second language learners will also have differing abilities in spoken English, with some having little or no ability to communicate, while others speak fluently but with incorrect grammar and a limited vocabulary. These people are often older longer-term migrants to Australia who went straight to work on arrival and picked up spoken English as they went, but never had the opportunity to attend English classes. Others will not have English language books, magazines or newspapers in their homes, but will read newspapers in their own language, listen to own language radio broadcasts, and rely on their children or their community to help them with any reading and writing in English they need.

Many of these people attend literacy classes, either as part of an English as a Second Language program or as part of an adult basic education course. Providing second language learners with appropriate activities to help them improve their reading and writing in English has been a concern for teachers from both an ESL background and those who have previously worked with mainly English speaking background learners.

ARIS Bibs is an ongoing series of brief annotated bibliographies produced by ARIS, the Adult Education Resource and Information Service, Language Australia.

Only recent or significant publications and journal articles are listed.

A full listing of resources and journal articles on educational software can be obtained by contacting ARIS.

ARIS databases can be accessed on-line through the ARIS homepage: http://sunsite.anu.edu.au/language-australia/aris

Reading and writing in a second language

Current theories suggest that effective readers rely on their knowledge of the syntax and grammar of the language to predict what's coming next, enabling them to read more quickly and hold more information in their short term memory, improving comprehension. Having an imperfect or incomplete knowledge of the language you are reading limits your confidence to predict (and your accuracy in predicting) thus slowing down reading process and impeding overall comprehension.

Second language learners also experience additional difficulties in writing. An imperfect (although often totally comprehensible) pronunciation can interfere with spelling and an incomplete knowledge of the grammar of the language is often reflected in writing, as the beginning writer starts by writing exactly as they speak. This is of course assuming that they are familiar with Roman script and writing from the left to the right, from the top to the bottom of a page.

This mini bibliography provides a summary of relevant and contemporary resources available in the ARIS Resource collection related to ESL or second language literacy. The summaries have been broadly classified to enable readers to locate their immediate area of interest.

The classifications are as follows:

Background Readings on Second Language Literacy
This section is for those who would like to learn more about the similarities and differences between learning to read and write in a first and second language.

Teaching Approaches to ESL Literacy Instruction
Resources listed in this section address the educational principles of vaired teaching methodologies.

ESL Literacy Curricula
This section provides an up to date listing of relevant accredited curricula for second language literacy learners

Practical classroom resources for lower level literacy learners
Resources listed here provide a multitude of teachiing ideas and activities for classroom practice.

Recent relevant journal articles from the ARIS Journal collection are also listed.

Background Readings on Second Language Literacy

Agendas for second language literacy

McKay, Sandra Lee, Cambridge University Press, Cambridge 1993

Agendas for Second Language Literacy examines the sociopolitical, economic, familial and educational agendas that influence attainment of literacy in a new language. Each agenda is introduced through a case study drawn from research in North America, Australia and the UK. McKay analyses the conflicts between different interest groups, whilst at the same time looking at how the needs of an individual may be at odds with any and all of the various literacy agendas.

English literacy provision for NESB immigrants

Rado, Marta and D'Cruz, J. V., Australian Government Publishing Service (AGPS), 1994

This report explores the role of biliteracy in the acquisition of literacy skills in English and argues strongly that high literacy in the mother tongue facilitates the acquisition of a second language, English. The study is based on interviews, a questionnaire, class visits, etc. The report delineates the various literacy providers and community-providers are examined in some detail as one of the effective providers of adult literacy. The role of volunteers who complement and extend the work of paid staff is also examined.

The pedagogical relations between adult ESL and adult literacy

Jennifer Hammond and others, Department of Employment, Education and Training, Canberra 1992

This is the report of an International Literacy Year project funded by DEET and DILGEA. The terms of reference required that the project develop an understanding of key issues and definitions associated with the teaching and learning of adult ESL and adult literacy with a view to enhancing understanding and collaboration between the two fields. The report documents the views of practitioners in adult ESL and adult literacy on definitions of literacy, theoretical influences, curriculum, methodology, professional development and interrelationships between the two fields. (This August 1993 reprint includes correction of typos etc.)

Pedagogy and politics: developing ethnic-inclusive practices in ALBE profession

Davison, Christine; Taylor, Elizabeth and Hatcher, Lorraine, Department of Employment, Education and Training (DEET), Canberra 1993

This report documents the nature of the knowledge, skills and strategies required by adult literacy and basic education (ALBE) teachers to work successfully with multi-ethnic classes of students from both non- and English-speaking (NESB and ESB) backgrounds. Six case studies of classroom practice illustrate how six professionals developed an inclusive learning environment. Their understand-ings, perceptions, experiences, successes and problems are described. Secondly, the report investigates the professional development needs of teachers working in multi-ethnic classes and makes recommendations on the nature of the professional preparation and development programs required for teachers in such contexts.

TESL Talk: ESL literacy

Bell, Jill (ed.), Canada. Ministry of Citizenship, Toronto, Ontario 1990

This volume of "TESL Talk" (Volume 20 no 1) is dedicated to the theme of ESL Literacy and is divided into five sections. Section 1, "The Forum", asked 10 writers on literacy to respond briefly to the question; "When a learner attempts to become literate in a second language, what is he or she attempting?" Responses from David Barton, Jim Cummins, Ken Levine, David Olson, Brian Street and Catherine Wallace are included amongst others, providing a range of insightful perspectives on the question. Section II offers seven longer articles under the heading "Viewpoints on literacy"

Section III: Methods and Materials, offers a more practical perspective, including the following:

- Five stages of reading for ESL students (Savage and Mrowicki)
- Materials for ESL literacy teaching (Burnaby)
- Using the Language Experience Approach with ESL adults (Rigg)
- Whole language and then some! (Shields and Matheson)
- "Teacher's Tips" - short explanations of successful ESL teaching strategies.

The final sections of the volume offer articles on Evaluation and Assessment (section IV) and Planning (section V).

Teaching Approaches to ESL literacy instruction

Approaches to adult ESL literacy instruction

Crandall, JoAnn and Peyton, Joy Kreeft (eds.), Centre for Applied Linguistics (CAL) and Delta Systems Co., Washington, DC 1993

Five different approaches to ESL literacy are described in this book. Each article is by a different author. The approaches described are: the competency based approach, the whole language approach, the language experience approach, the Freirean or participatory approach, and the use of learner generated writing. Each chapter provides the theoretical basis for the approach, sample instructional activities and sources of related materials and background reading.

English for social purposes

Hammond, J.; Burns, A.; Joyce, H.; Brosnan, D. and Gerot, L, National Centre for English Language Teaching and Research (NCELTR), Sydney 1992

This is a practical book with a clearly articulated theoretical base. It arose from a research and professional development project involving teachers from AMEP. It provides a practical resource for teachers working with adult ESL literacy students; an explanation of the systemic functional theory of language; and an explanation of the implications of the systemic functional theory of language in terms of classroom planning and teaching.

ESL literacy instruction : a guidebook to theory and practice

Gunderson, Lee, Prentice-Hall, Englewood Cliffs, New Jersey 1991

This publication provides a set of educational principles to plan, design, and implement reading programs for students of all ages and abilities. The text:

- includes discussions of reading programs from primary to adult levels
- discusses specific teaching methods within each model of reading instruction
- provides general guidelines in order to assess students' literacy levels and match them with an appropriate program
- discusses tests and testing in detail
- reflects current reading research and includes the whole language theory.

A late start: a description of a literacy class for pre-literate adult migrants

Huntington, Margaret, Victoria, Adult Migrant Education Services (AMES), Curriculum Support Unit, Melbourne 1992

This book is designed as a practical guide for teachers of beginning ESL students who have little or no literacy experience in their first language. The learning styles of this group are described and appropriate teaching and learning strategies outlined.

Readings and resources to guide literacy teaching: low oracy - low literacy learners in adult ESL

Kightley, Sue, NSW Adult Migrant English Service (AMES), Sydney

This resource is divided into two sections, Theoretical Considerations and Practical Resources. Discussion questions are included to encourage the use of the resource in professional development activities. There is also an extensive annotated reference list, grouped according to issues.

Steps in literacy: a handbook for teachers of long-term residents with high oracy and low literacy skills in English

Moraro, G.; McIntyre, P. Victoria. Adult Multicultural Education Services (AMES), Melbourne 1988

This book details a successful approach to teaching NESB students with high levels of oracy and low levels of literacy, using activities based on the Language Experience Approach. The book provides ideas for working with students to slowly improve their confidence, particularly in writing, moving through copying to limited free writing.

The book emphasises the importance of using the student's existing spoken English as a springboard to reading and writing, despite any grammatical inaccuracies. These, the authors suggest, can be sensitively corrected as part of the classes activities. While the book is designed for a specific group of NESB learners, the approach and ideas are likely to be of interest to anyone working with lower level students who lack confidence, particularly in the area of writing.

A teacher's guide to enhancing literacy for learners with diverse language and cultural backgrounds, who are studying in adult basic education programs

Dixon, Carol and Lyons, Sara, Victoria. Adult, Community and Further Education Board (ACFE), Melbourne 1995

This report examines the characteristics and needs of learners from languages other than English (LOTE) backgrounds. In particular it considers those learners in ESL literacy or ALBE classes with high oracy and low levels in reading and writing in English, many of who will have had limited education, and many of who are long term residents of Australia.

It also presents an 8 stage Adult Basic Education Teaching-Learning Cycle. This cycle combines a genre based approach with the principles of adult learning. This is done in the context of the Reading and Writing and Oral Communication Streams of the CGEA for Adults. This Teaching-Learning Cycle, and the related ideas and teaching activities are applicable for adult ESB and LOTE learners. However, the cultural background and language needs of LOTE learners are highlighted. The publication also suggests strategies for creating a supportive learning environment that meets the literacy and language needs of LOTE background learners while encouraging and challenging them.

Although written for the original CGEA it is still of relevance and worth reading.

Teaching ESL literacy to adults: a guide for adult literacy teachers

Colman, Judy and Schiffmann, Jill, University of New England, Language Training Centre, Armidale, NSW 1993

This book was written to assist literacy providers to respond appropriately to the language and literacy needs of adults of non-English speaking background. It gives information about becoming literate in a second language, assessing literacy skills of NESB learners, planning a teaching program, and where to find further information.

Classroom considerations: a practical guide to teaching beginning literacy and language

Herbert, Pia and McFeeter, Jan (eds.), Victoria, Adult Migrant Education Services (AMES), Curriculum Support Unit, Melbourne 1994

A Collection of articles written for practicing teachers that provides a wealth of practical techniques for teaching adults with very little literacy in either their first language or in English. The topics include:

- developing and adapting teaching materials
- developing map reading skills
- dealing with mixed level classes
- recycling activities
- course planning
- appropriate and successful teaching strategies
- sample texts and activities.

Focus on reading

Hood, Susan; Solomon, Nicky and Burns, Anne, National Centre for English Language Teaching and Research (NCELTR), Sydney 1996

This new edition aims to help teachers develop the reading strategies of their learners, and covers both the theory and practice of teaching reading. Chapters address understanding reading, the reading needs of EFL/ESL students, program planning for reading, texts for reading, suggested reading activities and assessment of reading.

Pre-reading questions at the beginning of each chapter focus readers on their own knowledge and practice and there is a summary and list of further reading at the end of each chapter.

Working with learners from non-English speaking backgrounds in adult literacy and basic education

Millin, Marion, TAFE National Staff Development Committee Chadstone, Vic.1994

This is a professional development package which identifies similarities and differences between NESB and ESB learners, and provides a model of culturally inclusive program planning. It also develops reflective practice in ALBE teachers through the incorporation of an Action Learning Component.

ARIS databases can be accessed on-line through the ARIS homepage:

http://sunsite.anu.edu.au/language-australia/aris

ESL Literacy Curricula

Certificates in English language literacies (CELL)

Lynda Achren, Jill Bamforth, Angela McKenna, Victoria. Adult, Community and Further Education Board (ACFE) and Adult Multicultural Education Services (AMES), Melbourne 2000

The new Certificates in English Language Literacies - CELL, were developed by AMES in association with ACFE. The curriculum targets English language learners who may have unevenly developed skills (e.g. high oracy but lower literacy), or who may require a less formal and/or intense approach to learning (such as those people who have interrupted or limited schooling or who have suffered torture, trauma or illness). There are three Certificates within the CELL document;

- Certificate 1 in English Language Literacies (Foundation),
- Certificate I in English Language Literacies,
- Certificate II in English Language Literacies.

To complete a Certificate at any level, students must complete learning outcomes in five modules including Oral Communication, Reading and Writing, Numeracy, Using Electronic Texts and Using Diagrammatic Texts. The exit ASLPR levels of the Certificates range from 0+ to 1 and are able to recognise a learner's gradual progression through these levels through the use of Statements of Attainment, which can be awarded on the completion of any individual module.

The curriculum was developed within the 'Conceptual Framework for Further Education' and provides guidelines as to how teaching strategies can ensure that the principles of the Framework are incorporated into course development. Further education outcomes are identified alongside English language and literacy outcomes for each module. The curriculum is designed to be flexible and has the potential for delivery to mixed level groups and 1:1. Students can be enrolled in different modules at different levels, in recognition of their existing skills and abilities. CELL also provides for the delivery of the modules within three differing domains, "Personal Expression", "The Learning Environment" and "The Community", ensuring that the content can be modified to suit the needs and interests of a particular group or individual. While there are no formal entry requirements, some knowledge of Roman script is assumed.

Certificates in Literacy and Numeracy I, II & III

NSW Adult Migrant English Service (AMES), Surry Hills, NSW 1996

These certificates aim to assist adult learners of both non-English speaking and English speaking backgrounds to develop the literacy and numeracy skills required to undertake further education and training, seek and maintain employment, participate in the community. As well as the CLN competencies these documents contain background information about underlying theories and principles, introduction to designing a syllabus, institutional planning issues and assessment procedures.

Course in beginning second language literacy

Adult Multicultural Education Services (AMES), Melbourne 1997

This course has been developed for those adult immigrants who face particular challenges in acquiring second language literacy. In particular, this course is for those participants who have difficulty in achieving the reading and writing competencies in Certificate I in Spoken and Written English (CSWE I) within the normal range of time due to their educational or linguistic backgrounds. The course aims to assist learners who have had limited learning experience in formal settings, or who have a non-Roman script in their first language to achieve basic skills and concepts for literacy in English.

Modules are:

- Concepts for English literacy (conventions of Roman script in reading and writing, requirements of formal language classrooms)
- Basic reading skills (for example signs, instructions, dates and summarising skills)
- Basic writing skills

It is intended that completion of the course will enhance access to existing educational and vocational pathways, in particular the CSWE and the CGEA.

Practical classroom resources for lower level ESL literacy Learners

Beginning to write: writing activities for elementary and intermediate learners

Brookes, Arthur and Grundy, Peter, Cambridge University Press, Cambridge 1998

This book contains over 100 writing activities for both beginning and intermediate learners. The introduction discusses the differences between speaking and writing, the purpose of writing and its real world uses. It gives a clear account of process writing and considers approaches to the teaching of writing. There is also a section of tips on how to use the activities in the book.

The second section includes the activities and these deal with a variety of types of writing and ways of encouraging students to write. For most activities, these details are given: time and materials required, student level, rationale, preparation, procedure, follow-up and variations.

Examples of activities are:
re-writing class readers (the books! not the people) and modifying text

- ordering from a catalogue
- writing a weather forecast
- keeping electronic journals
- letters to superiors.

There is also a section of assessment activities.

Get ready: beginning reading and writing (Books 1 - 4)

Hague, Maureen and Harris, Clare, WA Adult Migrant Education Service, Perth 1997

This is a self-paced pre-literacy course which aims to help learners develop some initial literacy skills and strategies. It consists of eight workbooks and audio-cassettes (cassettes are also available in Thai) each accompanied by a tutor guide which includes tape scripts. The student workbooks focus on real life materials and use photos of familiar signs and situations. Activities include reading, writing and listening tasks and answers are provided in the workbook.

For example, topics covered in book 1 including reading numbers and prices, learning the alphabet, writing capital letters and practicing letter and number formation. The tutor guides include brief notes on how to use the kit and the tape scripts for the listening exercises.

The literacy workbook for beginners

Christie, Judy, NSW Adult Migrant English Service (AMES), Surry Hills, NSW 1998

This workbook is a collection of activities designed for ESL students who are 'absolute beginners' in English literacy. The workbook is intended for use in the slow-paced ESL classroom or other supported learning contexts, emphasising recycling knowledge and consolidating learning. The content directly supports the teaching of literacy and oral competencies 7, 11 & 4 respectively, of the CSWE, and reflects the spirit and skills engendered in community based ESL education programs. A clear font and icons assist the learner in determining the type of activity to be completed. Topics covered are the familiar and everyday, including use of authentic logos and symbols. Topics include the alphabet, personal details, time, date signs and symbols, emergency calls and the weather.

Other voices: a cross-cultural communication workbook

Wajnryb, Ruth, Thomas Nelson Australia, South Melbourne, Vic. 1991

Other Voices provides cultural contexts for the learning of English in Australia. It is a workbook made up of ten units, each using as its cultural focus a story written by a student of English. The stories deal with personal experiences such as cross cultural relationships, family, work, cultural identity, etc., written by students from a variety of backgrounds, which provide a stimulus for class discussion and student-centred learning. Each unit contains six sections: introductory, warm up activities; preparatory vocabulary exercises; a story and associated reading tasks; a section of varied tasks designed to consolidate understanding and raise awareness; a student writing section; and a project or 'field work' as an extension to the section.

Writing skills: a workbook for adults

Barbara Barnard, Jenny Kerr and Liz Wilson. Adapted for self-access by Judy Christie, NSW Adult Migrant English Service (AMES), Surry Hills, NSW 1997

This kit is for adult learners of English who have intermediate-level listening or reading skills and who would like to improve their writing skills. It explains the writing process using letters, notes, messages, reports and other everyday examples of writing. There are activities

for spelling and punctuation, self-assessment exercises and a complete answer key. All the written material (except the answer key) is recorded on the cassette.
The book sports a cover message suggesting that it can be used to "Learn how to write letters, notes, messages and reports for home, school, business and social activities." - an ambitious claim for a book containing only three units!

Designed for people who can understand English but are not sure about what to do when they need to write, the exercises provided in the book and on the accompanying cassette allow the student to work at their own pace and to check their work as they go. Simple icons work well throughout providing clear instructions to the student about the use of the cassette and self assessment tasks.

Unit 1 covers the writing process and includes preparation, drafting, revising and creation of final copy. This unit attempts to break down the preconceptions of many adult learners that their work must be perfect at first draft

Unit 2 contains a short unit on spelling including activities such as: spelling patterns, mnemonics, exaggerating pronunciation etc. Students are also encouraged to create their own dictionary and clear instructions are provided for this.

Unit 3 provides a brief introduction to punctuation with an emphasis on the use of capital letters.

Answers to all activities are provided at the back and a short reference section of support material is also provided.

This workbook would be great for students to use at home to support work already done in class but used alone with out support it may not live up to its claim.

Living with English: curriculum guidelines for integrating classes for students from non-English speaking backgrounds into the Certificates in General Education for Adults (CGEA) framework

Wilde, Suzanne, NSW Department of Corrective Services, Adult Education and Vocational Training Institute (AEVTI), Sydney 1998

In fulfilling its brief to provide access and equity for all clients undertaking the CGEA, the Adult Education Vocational Training Institute compiled this book of activities to assist teachers at AEVTI learning sites deliver to students whose first language is not English. The program outlined is described by the authors as 'survival English', whereby activities are geared to equip students with enough English to 'get by'. The activities are pitched at levels 1 and 2 of the CGEA.

There are a number of themes listed that have been trialled and found to be successful. Activities are listed along with the corresponding CGEA competencies, and they are; housing, food, geography, Australian animals, history and culture, cultural events. Also included are pro formas for worksheets for written responses. The graphics and formats are of a high standard, and would be easily reproduced.

It needs to be pointed out that the immediate cultural group that these modules have been developed for is the correctional centre learning site, and modifications have been listed to show how the suggested themes can be made relevant to learners at these centres.

The final section includes suggested ways assessment tasks can be incorporated into the learning activities. This book is a useful support resource for CGEA teachers.

A time to learn units 1 and 2: a resource for teachers of bilingual literacy learners & A time to learn units 3 and 4: a resource for teachers of bilingual literacy learners

Faine, Miriam; Smith, Barbara and Tinney, Louise (eds.), Victoria. Adult, Community and Further Education Board (ACFE), Melbourne 1993

This is a practical resource for teachers of bilingual literacy learners. Prepared by the Migrant Women's Learning Centre at Northern Metropolitan College of TAFE for the Adult, Community and Further Education Board, this resource includes Teacher's Notes and Worksheets around the themes of Past Experiences and Health (units 1 & 2) and a Keeping a Diary and Study Skills (Units 3 & 4).

Understanding life in Australia: ESL for older learners: a resource for teachers

Nicholls, Mary and Raleigh, Robyn, Victoria. Adult, Community and Further Education Board (ACFE), Melbourne 1998

This resource is the result of a project that investigated the need for English language classes for older learners. The project assumed that older migrants realise the need, and are interested in attending English language classes to improve their communication skills so that they can participate more fully in their local community. The project brief was to prepare best practice models to inform curriculum development and future delivery, including appropriate procedures for assessing the learning needs of older people. Innovative and successful delivery strategies and curriculum were trialled, resulting in a comprehensive selection of

teaching ideas which can easily be adapted for use by teachers of older migrants. There are two main sections to the resource: Teachers' Notes and Teaching Materials. The Notes provide details on the background of the project, give profiles of the classes, describe the course design used and give the language outcomes of each of the activities described. The teaching materials are divided into five units:

- Socialising (Find someone who...?, personal information)
- Health (parts of the body, good food, role plays)
- Reminiscing (About me and my family, school and a wedding)
- Community Services (learning students' names, making appointments, banking)
- Miscellaneous activities (phoning when absent, visiting the local library)
- Activities include writing, reading and oral tasks. There is also a set of Appendices that includes bibliographies, findings and an initial interview form.

Recent journal articles

Fitzgerald, Adrian; Kendrick, Robin; O'Connor, Bessie and Maclean, Rod, *Case studies in teaching critical literacy to adult NESB students,* ***Changing Education: A Journal for Teachers and Administrators,*** Vol.3 no.4 / Vol.4 no.1, 1997

Fraser, Helen, *Literacy vs. oral communication skills for ESL learners,* ***Literacy Link***, Vol.19 no.3 2000

Hammond, Jennifer and Derewianka, Beverly, *ESL and literacy education: revisiting the relationship,* ***Prospect: A journal of Australian TESOL,*** Vol.14 no.2 1999

Hilferty, Ann, *The relationship between reading and speaking skills,* ***Focus on Basics***, Vol.4 Issue A 2000

Lopez, Desiree, *Reflect in Canada: pebbles in the sand - ESL literacy for immigrant women,* ***Education Action***, Issue 13, 2000

Morgan, Brian, *Exploring bilingualism and critical language awareness in a community-based ESL program, Part 2,* ***TESOL Matters***, Vol.7 no.6 1998

Raleigh, Robyn, *Teaching older migrants English,* ***Fine Print***, Vol.21 no.1, 1998

Resnick, Linda and Dagnee, Francois, *Learning to read/ reading to learn: An investigation into peer-tutored strategy training of ESL literacy learners,* in ***Investigations and recommendations in adult literacy contexts: a collection of reports from small scale adult literacy research projects from WA***, 1997

Walter, Pierre, *Southeast Asian refugees' strategies for meeting English literacy demands: An exploratory study,* ***Adult Basic Education: An Interdisciplinary Journal for Adult Literacy Educators***, Vol.8 no.3, 1998

How to access ARIS resources

ARIS, Language Australia houses a specialist collection of resources and journal articles on adult literacy, language and numeracy. All resources and readings listed in this sheet are held in the ARIS collection.

You can access the resources by visiting ARIS, Language Australia at:

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255 William Street,
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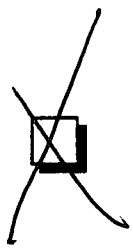

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